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when it is interpreted? This book is a constructive attempt to realize in a field of great human endeavor whatever of capital the past has to offer.

UNIVERSITY OF CHICAGO

C. L. CLARKE

AYRES, MAY, WILLIAMS, JESSE F., and WOOD, THOMAS D. *Healthful Schools*. Houghton Mifflin Co., 1918. Pp. x+292. \$1.50.

This book represents an attempt to treat the question of school hygiene as a unified whole rather than as an unrelated group of individual topics bearing on the general subject. The authors have set forth what they feel a school administrator needs to know in order to safeguard the health of the children under his care.

In all, the book contains fourteen chapters on such subjects as: "Choosing the Schoolhouse Site," "The School Building," "Rooms in the School Building," "Classroom Equipment," "Lighting," "Water Supply," "Toilets," "Heating and Ventilation," "Protecting Schoolhouses from Fire," "Keeping the Schoolhouse Clean," "Medical Inspection," "Physical Training and Recreation," "Exceptional Children," and "School Feeding."

At the end of each chapter there are questions for study and discussion and selected references. These questions and references should prove helpful in case the book is used as a textbook. Furthermore, besides these pedagogical aids, there are throughout the book a number of excellent illustrations, diagrams, summaries, and sketches.

The volume is one of the most recent ones in the "Riverside Textbook Edition" edited by Professor Cubberley. It should prove useful as a textbook in school hygiene in colleges and normal schools, as well as furnish a basis for discussion by teachers, supervisors, and superintendents.

NOBLE, S. G. *Forty Years of the Public Schools in Mississippi with Special Reference to the Education of the Negro*. Teachers' College, Columbia University Contributions to Education, No. 94. New York: Teachers' College, Columbia University, 1918. Pp. iv+142.

In his dissertation Dr. Noble has made an effort to answer the following questions: "Do southern people believe that the Negro can and should be educated? What facilities have been provided for this purpose? Is the trend of public sentiment toward providing more adequate means for his education? Is the Negro child being discriminated against in the distribution of school funds? Does the progress of the race in the past fifty years justify the efforts that have been put forth to educate the Negro?"

To answer the foregoing questions the author has made a careful study of public education in one typical southern state, Mississippi, during the forty years following 1870. Social and economic progress in Mississippi during these forty years receives much consideration. Other topics treated are: Education during the reconstruction; the status of the teaching body; distribution of the common school fund; the curriculum; public sentiment in regard to the education of the Negro since 1886; and influence of education upon the life of the Negro.

After a careful and exhaustive treatment of the foregoing topics the author summarizes his finding under the four general conclusions. Briefly stated these are:

1. In an agricultural state so sparsely settled as Mississippi the burden of maintaining separate schools for the two races has been extremely heavy.
2. Public sentiment in regard to the education of the Negro has been divided.
3. On account of the financial depression of the state, rapid educational progress was retarded until after 1900.

Lack of progress in education is paralleled by a lack of progress in the social and economic life of the Negro.

MADDOX, W. A. *The Free School Idea in Virginia Before the Civil War. A Phase of Political and Social Evolution.* Teachers' College, Columbia University Contributions to Education, No. 93. New York: Teachers' College, Columbia University, 1918. Pp. vi+225.

It must be encouraging to the few workers in the field of American educational history to see such a study as Dr. Maddox's come to the light of day. For it is only through studies made with the painstaking care evidenced in this one that reliable facts relative to the history of education in the United States will ever be attained. The nineteen pages of bibliography cited by the author are some indication of the exhaustive treatment of the subject of his dissertation. His work throughout gives evidence of scholastic judgment and scientific procedure both in the search for, and in the treatment of, his material. In brief, the monograph tells the story of Virginia's educational transition from colony to commonwealth. The twelve chapters follow each other chronologically. The common school revival of 1840-60 is discussed in some detail. Virginia's part in this widespread popular movement for public education is told in great detail. The final chapter on "A Summary of Common School Progress Before the Civil War"